**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5** | | | **Date(s)**: |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Performance Task 1**  **Read Informational Texts with Different Structures** | | |
| * **Essential Question(s):**   **How do readers use what they know about the patterns of text structure to read nonfiction text?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  ***Trouble in Boston* text from *The Huntington Library***  ***Trouble in Boston*  text**  **Rubric for answering open-ended questions**  **Discovery Education video on the Boston**  **Tea Party**  **Elmo**  **TV/Computer/flash drive/power point**  **Chart Paper**  **Markers**  **Sticky Notes**  **Chart with Signal Words used in descriptive writing.**  **Description Graphic Organizer Chart** | | | | **Lesson Vocabulary**  Parliament, nonimportation, intolerable  **Unit Vocabulary**  **genre -** any category of [literature](http://en.wikipedia.org/wiki/Literature) or other forms of art or culture  **informational text -** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics  **organization -** the way ideas are put together  **purpose -** the reason for which something is done (In reading, ask yourself, “What do I want to find out?”)  **summarize -** to tell the main ideas, events, or facts in your own words. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  x Modeled  x Shared  x Guided Practice  x Independent | **Reading**  **Standards: RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **I Can Statement(s):** I can recognize and use the cause and effect text structure to help me understand what I read.  **Instructional Plan:**  **Build Background:**  I will build the student’s background knowledge about the increasing tension among the colonists and the British using a video from Discovery Education. \*find Boston Tea party video  Before Reading: Reflect on the video; lead students in a “turn and talk” and then a whole class discussion about the Boston Massacre.  **Modeled (I Do, You Watch):**  Using an Elmo, I will model reading the first paragraph of the article, specifically looking for signal words. While reading, I will “think aloud” modeling what words, phrases or text features in the text helped me know I was reading cause and effect text. I will also share thoughts about how this helps me comprehend what I am reading.  **Shared (We Do Together):**  The students and I will read the next paragraph, repeating the same procedure in the modeled section. We will reread for close reading and think aloud together about what we are noticing about the text that makes this a cause and effect text.  **Guided Practice ( You Do, I Help):**  The students will then read the next paragraph of the text with a partner while the teacher assists partner groups. The students will reread for close reading and use sticky notes to mark text that helped identify the text structure. When complete, the student and their shoulder buddy will discuss the structure of the text, text they marked with sticky notes and any signal words they may have noticed that identified the text structure and how knowing the structure helped them understand what they read.  **Independent Practice (You Do):**  Students will read the rest of the text independently and a second time for close reading. Students will use sticky notes to mark text that helped identify the structure of the text. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.5.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):**  I can gather relevant information from print and digital sources.  I can use my notes to summarize information  **Instructional Plan:**  Modeled: I will introduce the rubric for answering open-ended questions to students. I will then model how to use this rubric to answer the first two questions on the *Trouble in Boston* Questions.  Independent: Students will then work independently to answer the remaining questions.  \*Lorie will provide this rubric | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RI.5.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*  **I Can Statement(s):**  I can learn words that help me identify the structure of text.  I can learn words that help me understand life in colonial America.  **Instructional Plan:**  **Modeled:** I will model for students how I want them to record words in their vocabulary journals using one section of the journal for text structure signal vocabulary words.  **Independent:** Students will record words and their meanings in the specified places in their word study journals. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.5.1.**-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can effectively share what I have learned with my learning partner.  **Instructional Plan:**  Students will share with their shoulder partner text they have marked upon completing their independent reading.  Students will also share their cause and effect organizers and their paragraphs with their shoulder partner. | | | | |
| **Closing/Summarizing Strategy** | **Instructional Plan:**  I will review the concept of anchor charts.  Students will independently construct anchor charts for cause and effect using these criteria. These charts will be maintained in their folder for future review. Students will then collaborate their ideas as a while class to create a class anchor chart that will be on display in the classroom.  Use the link below to access the rubric to be used to assess anchor charts.  <http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2207071&> | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will search websites for additional text written using the cause and effect text structure. | | Students who need help will meet in small groups with the teacher to complete their graphic organizers and open ended questions. | | | Pictures will be shown with new vocabulary words as they are introduced. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Graphic organizers, completed open ended questions and anchor charts will be products used for assessing student understanding. Rubrics will be used to determine the quality of work on paragraphs and anchor charts. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*